

Show and Tell

THEME:	CULTURAL CONTEXTS			
LANGUAGE:	ANY			
STANDARD(S):	COMMUNICATION	CULTURES	COMPARISONS	
	1.2	1.3	2.2	4.2

Time Frame:

Approximately 15 minutes to prepare students for the task and to model an example. Each presentation will last about 2–3 minutes. It is suggested that the students' presentations be spread out over several days, allowing 2 or 3 students to present each day. This can also take place over a longer period with 1 or 2 presentations each day.

Materials needed:

- An example of a personal item that reflects the influence of the target culture on the U.S. such as; a pizza pan, a Birkenstock sandal, a Gloria Estefan CD, etc.
- A vocabulary list containing descriptive adjectives, verbs for describing, etc.

Description of task:

Pre-task:

The teacher should review or preteach vocabulary that will be needed for descriptions. The teacher will show students an object that is popular and is very familiar to them, for example, a can of Coke. As a group, the class will brainstorm the values that this Coke reflects about the culture in the U.S. The teacher will ask students to share some of their ideas and might suggest some such as: In the U.S., adults and children often drink Coke with meals rather than milk, water or juice; young people have pocket money to spend on Coke; schools often sell pop to students in vending machines. Next the teacher will show students an unfamiliar item from another culture, for example; chopsticks, an African drinking gourd or a musical instrument from a Latin American country. The teacher will ask students to jot down a few possible uses for the unknown item. After the students have made some suggestions, the teacher will explain and

Level:

Intermediate-Low

Purpose:

To describe a personal item which reflects the influence of another culture on the U.S.

Communicative Functions:

Referential: exchanging information and describing

Language Structure(s):

Descriptive adjectives and noun-adjective agreement

Cultural Aspects:

Exploring the values of a culture through items that reflect those values

Modalities:

Speaking

Listening

NOTES

demonstrate, if possible, how the item is used in the culture from which it came. In small groups of 3 or 4, students will generate a list of ideas about what this item suggests about the culture. A member of each small group will share their list with the entire class.

During task:

The teacher will find a personal item that reflects the influence of the target culture on the U.S. such as: a pizza pan, a Birkenstock sandal, a Gloria Estefan CD. The teacher will then explain the task and model an example. The task is for each student to select an item which reflects the influence of another culture on U.S. culture. Students will present a description of the item to the class in the target language. Each presentation will be approximately 10 minutes including the follow-up discussion. The description of the item should last at least two minutes and will include as much detail as possible, using a variety of descriptive adjectives. The students should be prepared to answer questions about the item they selected. As part of the preparation, students will select key vocabulary words and phrases and will present the vocabulary on the overhead or chalkboard before they begin the presentation. As class members listen to each presentation, they will think about the influence of the item on U.S. culture and what the item might suggest about the values of the culture it represents. In addition, each student will write down one question about the item for the speaker. When the speaker has finished, the teacher will call on volunteers to pose their questions. After several questions, the entire class will discuss the cultural influence of the item and the possible values the item reflects.

Assessment:

Teacher will informally assess the students' speaking skills using a short scale for oral presentations (see example provided).

Extensions:

Suggestions for adapting the task for various levels:

For beginning levels: Students can practice with a partner before presenting to the entire class. They can offer their partners suggestions for improvement. Alternatively, pairs or small groups of students can present cooperatively. The discussion following the presentation can occur in English.

For advanced levels: Students can present their items to a lower level language class. They can prepare a written description of the item and explain its significance.

Cultural extensions:

Students can find examples of items which come from the U.S. and have influenced the target culture. They will suggest how these items might reflect some values of the U.S. culture.

Reflections:

Scale for Evaluating “Show and Tell” Presentations

Name: _____

Item Shared: _____

1 = needs improvement

2 = satisfactory

3 = outstanding/excellent

<i>Criteria</i>	<i>Scale</i>	<i>Comments</i>
Presenter describes item in detail.	1 2 3	
Presenter uses a variety of descriptive adjectives.	1 2 3	
Presenter demonstrates consistently accurate noun/adjective agreement.	1 2 3	
Presenter provides good answers to questions posed by peers.	1 2 3	

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